

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

The SPP subgroup for Indicator 13 consisted of select members of our ongoing State Transition Council. This subgroup met on two occasions to guide the development and implementation of this State Performance Plan. The larger body of the State Transition Council including students with disabilities; representatives from our state parent training and information center; special education coordinators, community and adult agency personnel; community college representatives, career assessment representatives and the state transition coordinator will provide continuing support as the SPP is implemented and the subsequent APRs are developed.

### Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

### Overview of Issue/Description of System or Process:

#### DATA COLLECTION

The District of Columbia Public Schools adopted the "I-13 Checklist" created by the National Secondary Transition Technical Assistance Center (NSTTAC) and approved by the Office of Special Education Programs. DCPS' IEP checklist was modified using the I-13 Checklist created by NSTTAC to meet the requirements of Indicator 13. All LEAs were required to conduct a self-assessment using the IEP Checklist and report the total number of youth 16 and above; the total number of youth aged 16 and above with an IEP that included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet the post-secondary goals; and the total number of youth who did not have an IEP that included coordinated, measurable, annual IEP goals and transition services. Random, focused monitoring of IEPs also occurred between 2005-2006 to capture data on the percent of youth with disabilities aged 16 and above with measurable goals and transition services.

The collection of IEP data is also captured in DCPS data collection system called "Encore". The Encore system collects IEP information which identifies the students that have transition services identified in their IEP. The new IDEA regulations call for an update of IEP forms to ensure compliance with IDEA 2004 and state regulations. The SEA will continue to work with the Encore department to update the IEP forms electronically and to capture information on this new indicator. Beginning in the 2006-2007 school year, the department will implement a re-designed system focusing on those requirements related to the state performance plan (SPP) indicators.

In addition, the next SEA monitoring cycle begins in one year and DCPS will ensure that it includes monitoring the IEP for specific information regarding the identification of measurable IEP goals and transition services in the IEP.

## UPDATED FORMS AND TRAININGS

The SEA revised the Individual Education Program Guidelines for LEAs to use to ensure compliance with IDEA 2004 and state regulations. IEP Guidelines now include instruction on how to develop coordinated, measurable, annual IEP goals and transition services in the areas of employment/training, post-secondary education, and independent living, if appropriate. The IEP guidelines are currently being reviewed by the Office of General Counsel and will be implemented as soon as possible to ensure compliance of this indicator and IDEA 2004.

In the meantime, the State Transition Office conducted several trainings for LEAs during the 2005-2006 school year which included information on the overall requirements of this new indicator and specific instruction on how to develop measurable, annual IEP goals and transition services. The State Transition Office also developed a Guidelines and Procedures Manual for Transition Services for all LEAs which included new requirements of IDEA 2004 for transition services and Indicator 13. The Manual was reviewed by the University of Kentucky, Regional Resource Center.

### Baseline Data for FFY 2005 (2005-2006):

Using the I-13 Checklist, each LEA was responsible for reviewing the IEPs of all students 16 and above for 2005-2006 and reporting the total number of students with disabilities 16 and above; the total # of youth with an IEP that included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet the post secondary goals; and the total number of students who did not have IEPs that included coordinated, measurable, annual IEP goals and transition services.

### IEP CHECKLIST

#### Contents of Individualized Education Program (IEP) (CRF 300.320)

(Necessary reporting for SPP Indicator 13)

Yes No Yes No Yes No	Is there a measurable postsecondary goal or goals that covers: Education or training, Employment, Independent living (optional)
	Can the goal(s) be counted? YES Will the goal (s) occur after the student graduates from school? NO <ul style="list-style-type: none"><li>• If yes to both, then circle Y</li><li>• If a postsecondary goal (s) is not stated, circle N</li></ul>
Yes No Yes No Yes No	Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal (s) Education or training Employment Independent living (optional)
	Is (are) there annual goal (s) include in the IEP that will help the student make progress towards the stated postsecondary goal(s)? <ul style="list-style-type: none"><li>• If yes, then circle Y</li></ul>
Yes No	Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
	Is a type of instruction, related service, community experience, development of employment and other post-school living objectives, and if appropriate, acquisition of daily living skills, and provision of functional vocational evaluation listed in association with meeting the post-secondary goal (s)? <ul style="list-style-type: none"><li>• If yes, then circle Y</li></ul>
Yes No NA	For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency (ies) were invited to the IEP meeting?
	For the current year, is there evidence in the IEP that representatives of the following

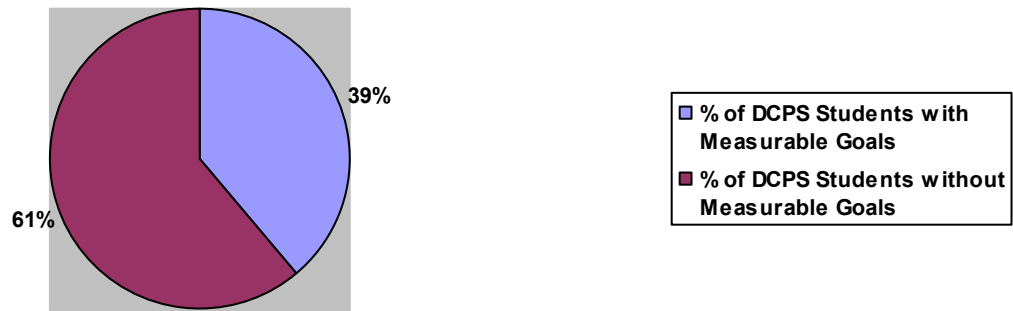
NO	<p>agencies/services were invited to participate in the IEP development: postsecondary education, career and technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal?</p> <p>Was consent obtained from the parent (or child, for a student of the age of majority)?</p> <ul style="list-style-type: none"> <li>• If yes to both, then circle Y</li> <li>• If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA</li> <li>• If parent or individual student consent (when appropriate) was not provided, circle NA</li> <li>• If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N</li> </ul>
Yes No	Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments (s)?
	<p>Is the use of a transition assessment(s) for the postsecondary goal (s) mentioned in the IEP or evident in the student's file?</p> <ul style="list-style-type: none"> <li>• If yes, then circle Y</li> </ul>
Yes No	Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
	<p>Do the transition services include courses of study that align with the student's postsecondary goal (s)?</p> <ul style="list-style-type: none"> <li>• If yes, then circle Y</li> </ul>

**District of Columbia LEAs reported the following**

**2005-2006 (CHART 1)**

LEA	Total #	# Comp	# NC	% Compliant
LEA 1	1450	540	910	39%
LEA 2				
LEA 3				
LEA 4				
LEA 5	25	25	0	100%
LEA 6	6	4	2	67%
LEA 7	17	14	3	82%
<b>TOTAL</b>	<b>1498</b>	<b>583</b>	<b>915</b>	<b>39%</b>

**Indicator 13: District of Columbia Public Schools**



Results of the self-assessment indicated only 39% of DCPS youth with disabilities aged 16 and above with an IEP included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet their post-secondary goals. **The SEA will ensure that all LEAs correct noncompliance as soon as possible, but no later than one year after Identification.** Self-Assessment will occur yearly and focused-monitoring will occur quarterly to ensure correction of noncompliance.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<b>39% compliant</b>  <b>100%</b> of LEAs will correct noncompliance as soon as possible, but no later than one year after identification
<b>2006</b> (2006-2007)	<b>54% compliant</b>  <b>100%</b> of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
<b>2007</b> (2007-2008)	<b>100%</b> of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
<b>2008</b> (2008-2009)	<b>100%</b> of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
<b>2009</b> (2009-2010)	<b>100%</b> of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
<b>2010</b> (2010-2011)	<b>100%</b> of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students

	meet their post-secondary goals.
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<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
Continue to work with the Encore Department within DCPS, OSE to modify the Encore system and/or create a system to effectively capture IEP goals and transition services.  REVISION: Create a State data Collection System to adequately capture exit data. .	Fall 2006 and on-going until completion	State Transition Coordinator and Encore Office
SEA will disseminate new IEP forms and guidelines to all LEAs to ensure compliance with Indicator 13 and IDEA 2004.	Fall 2006	State Transition Office
SEA will continue to conduct training on effective IEP development.	Spring 2006 and ongoing	SEA Transition Office
Continue to identify schools with a high percentage of low submission of ITP data and schools with a high percentage of poorly written IEP goals and transition services objectives.	Spring 2006 through 2011	State Transition Coordinator, LEA teams
SEA Transition Coordinator will continue to provide a series of trainings to ALL LEAs (special education coordinators and special education teachers) on the requirements for data input and the collection process.	Fall 2006 and on-going	State Transition Coordinator, Encore Office
Increase focus monitoring of IEP data using the IEP Checklist for transition services under IDEA 2004 to ensure compliance.	Fall 2006 and on-going	State Transition Office and LEA Office, SEID
Work with the Compliance Office to ensure that the next cycle of monitoring entails capturing data on this indicator.	April 2006 for 2007 and every three years afterwards.	State Transition Coordinator, SEID, State Transition Council
Evaluate results of monitoring	Annually	State Transition Coordinator, SEID, State Transition Council
Set 6 year and annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2007	February 1, 2007	State Transition Coordinator, State Transition Team
A training module on high quality transition planning and ways to engage students in the transition planning process to ensure students are involved in meaningful	Spring 2007	State Transition Coordinator/State Interagency Transition Council

activities related to their transition to postsecondary life		
Analyze data across indicators related to graduation (dropout, transition, parental involvement, suspensions and expulsions) to establish corollary relationships for focused monitoring	Summer 2008 and on-going	State Transition Council and OSSE Drop-Out Prevention Team
OSSE will examine transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. OSSE will disseminate standards after completion to interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.	Fall 2008 through Winter 2009	State Transition Coordinator/State Interagency Transition Council
SEA will continue to conduct training on effective IEP development.	Spring 2008 through 2011	SEA Transition Office